

# **Integrating the metacognitive dimension to encourage autonomous FL learning: towards self-regulation**

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## **1. Introduction**

In the area of the teaching/learning of foreign languages, what seemed only a few years ago to be something of an innovation – the promotion of autonomous learning – has become an indispensable element of any modern teaching approach. However, in some cases, the concept of autonomy (rather a general feature of individual development) is confused with certain models or situations from self-directed learning (resource centres, self-learning classrooms, distance learning courses, etc.). To develop this capability in learners, many FL teachers have chosen to introduce more or less systematic work on strategies (communication, learning) into the classroom, encouraged in some cases by directives published in official curriculums.

However, the most recent contributions to research on the teaching of languages and other related disciplines shows that, to contribute to training autonomous learners ‘for life’, it is not enough to apply these strategies. Instead, it is indispensable to foster a deeper dimension of ‘knowledge about knowledge’ or, put another way, the metacognitive dimension. From this perspective, the features the different teaching models (presence-based, semi presence-based or non presence-based) should have in order to facilitate the incorporation of this dimension – or even the features of these three methods that might contribute to defining an overall model in which one of the main priority aims would be achieving self-regulation – should be established.

It is within this framework that the *Grup d’Autoaprenentatge* in the *Facultat de Traducció i Interpretació* de la *Universitat Pompeu Fabra* has for some years applied a teaching procedure known as ‘integrated self-learning’, which consists largely of alternating phases of presence-based teaching with phases of autonomous learning in order to gradually foster learner autonomy. Our proposal enables the traditional dichotomy between self-directed learning and learning directed by others to be overcome so that it is possible to work on the reflective capability of learners at both stages of the process. According to our hypothesis, the development of this capability contributes very positively to better and more lasting FL learning.

## **2. Towards self-regulation**

Traditionally, teaching in general, and the teaching of first and second languages in particular, has been based on the transmission of knowledge by the teacher. Socioconstructivism, however, makes a determined effort to transform this model. So, it is the learners individually who construct new meanings through interaction with others; no-one else can do it for them. In the words of Coll

(1993), learning is understood as an active process on the part of the students in which they construct, modify, enrich and diversify their knowledge about the various contents, starting from the significance and meaning they can attribute to these contents and from the very fact of learning them. In this way, various elements take on a fundamental importance in the teaching process: the learner, as the most important person and active subject for learning; the classroom, as a social space for learning and interaction, and learning strategies, as verbal and non-verbal, conscious and unconscious procedures from solving problems and achieving objectives (Martín, 1999). It is important to underline that all these concepts are very closely related to that of learner autonomy, on which our proposed teaching method also rests. In this respect it must be remembered that for Little (1997) *autonomy* does not only consist of the way learning is organised. Instead, he specifically underlines the importance of the control of cognitive factors. This author describes a person's capacity for taking responsibility for their own learning in terms of control of the cognitive processes that form a part of the effective self-regulation of learning.

As we noted in the introduction, a teaching approach based on autonomy is not determined by whether the learner works physically independently of the teacher or more or less guided by the teacher. Instead, the most important thing is that learners are capable of taking decisions about their own learning process. It is also crucial that they are aware of the knowledge and skills necessary in any type of learning situation (Sinclair et al. 2000: 11). The fact of creating a learning environment based on collaboration and interaction brings mutual benefits for the teacher and for the learners. The teacher is no longer at the centre of a master class and his or her role is not limited to simply transmitting knowledge. Instead, the teacher must, among other things, provide interaction, set cognitive challenges and offer the help necessary to build knowledge in co-operation. The learner, on the other hand, is no longer sitting passively absorbing the information provided by the teacher and now actively participates in learning. An approach like the one we present enables the learner to be provided with the tools required for being able to work with responsibility. An attempt is also made so that learners take important decisions about what they want to learn and when to do it, always being aware of what their learning objective is, planning their work to achieve it, consciously applying learning strategies and constantly evaluating both the process in itself and the result of their learning practices.

In this sense, Sinclair et al. (2000) note two aspects which, to our way of thinking, deserve special attention. Firstly, the development of autonomy requires awareness and conscious reflection about the very learning process and what this involves. Secondly, they add that it is not only a case of incorporating teaching/learning strategies and resources into practices and activities, but it is also necessary to encourage a much deeper dimension so that learners take control of their own cognitive processes: the metacognitive dimension.

“Metacognition” is the knowledge or cognitive activities that have as an aim, or regulate, any aspect of a cognitive task; that is to say, it is ‘knowledge about knowledge’ (Flavell, 1985). Brown et al. (1983) state that metacognition involves

knowledge of one's own cognition and the regulation or control of mental activity. This, in turn, requires that learners: a) plan their mental activity before tackling any task; b) observe the effectiveness of the activity they have started, and c) check the results.

From all that has been noted, we reach the conclusion that encouragement of autonomy consists above all in 'training learners' to acquire knowledge about their own cognition and to be capable of regulating their own mental activity during the learning process. For this reason, teaching is not simply providing content or transmitting skills, but rather helping students to 'learn how to learn'. In this way, the students will not only learn the material in question, but they will also learn to learn it and acquire metacognitive knowledge that includes knowledge about tasks, knowledge about themselves and knowledge about learning strategies (Martín, 1999). Finally, we must not forget the importance taken on by awareness of the learning process itself: for learning to be as deep as possible there needs to be reflection about the process itself, a factor that is not only a result, but rather constitutes a means and an arrangement which are vital for improving learning (Zabala, 1999).

### **3. Teacher actions for developing metacognition**

How can metacognition be encouraged in the area of language teaching/learning regardless of the teaching model involved (presence-based, semi presence-based or non presence-based)? In our approach, three different kinds of actions can contribute to this objective: learning activities, the teacher's discourse and the use of a particular tool: the metacognitive guide.

#### **3.1 Learning activities**

The integrated methodology we propose can take the form of didactic sequences or learning pathways. In both cases, following the guidelines of Adair-Hauck & Donato (1994), these are proposals directed towards an ultimate communicative objective and they are organised in a cyclical structure: starting from the language as a whole (top-down processes) to return to it after specific work on certain aspects of the linguistic code (bottom-up processes). This way of organising teaching activities enables both comprehension and production activities (necessary for communication) to be incorporated, along with reflection on the language and the learning process (cognitive and metacognitive tasks reinforcing the process of language appropriation).

In this respect, it should be indicated that the reflective phases must always form the basis for reaching the overall communicative objective and not constitute an objective in themselves. Therefore, they have to be fully incorporated into the sequence or justified by a specific learning activity and never appear in an isolated form. As Esteve (2000) indicates, the reflective phases – above all if there are co-operative activities – provide an excellent space, giving rise both to metalinguistic reflection (search for verbal resources)

and metacognitive reflection on the way of tackling the difficulties that emerge as the tasks develop.

### **3.1.1 Didactic sequences**

Didactic sequences, one of the methods we adopt in our proposal for integrated self-learning, fall fully within the framework of what is known as the task-based approach, stemming from a socioconstructivist view of learning. So, the task (see appendix 1) is organised based on a final communicative project, normally the production of a written or oral text, corresponding to one or other type of discourse. It is the communicative objective that determines and justifies the different learning activities leading to it, whether that is in the presence-based teaching phases or those of autonomous work.

According to the cyclical principle to which we referred, didactic sequences involve the following phases:

- 1) introducing various ‘authentic’ texts, showing a diversity of communicative situations and linguistic forms;
- 2) interpreting and analysing the input supplied, following an inductive procedure obliging learners to activate all their strategies;
- 3) jointly constructing the grammatical explanation (understanding grammar in a wide sense);
- 4) producing a text enabling the application of the new or already learned verbal resources<sup>1</sup>.

Secondly, from a socioconstructivist perspective, it is important that, in order for them to be significant, all the activities are relatively familiar and, at the same time, relatively difficult with respect to the students’ knowledge at the time of carrying them out. Put another way, they should set the learners a cognitive challenge.

Given that the Vygotskian hypothesis underlines the importance of interaction for building and increasing knowledge, interaction occupies a central place in a methodology like this one. The teacher does not act as a mere transmitter of knowledge, but knowledge is achieved through a process of negotiation or co-construction of meaning, among all members of the group (learners and teacher). In this sense, through interaction, co-operative work offers very important collective scaffolding for building new knowledge (Donato, 1994; Cañada & Esteve, 2001). It is not surprising, then, that in this kind of approach there should naturally emerge spaces for reflection in which to incorporate one of the tools we mentioned earlier: metacognitive guides.

### **3.1.2 Learning pathways**

Despite a clear emphasis on didactic sequences as a motor for teaching activities, some learning situations do not favour this type of methodology in which

interaction and co-operative work are the most important features. So, a highly positive experience with small groups has not turned out that way with very large groups (between 60 and 70 students). Faced with this difficulty, the question we asked ourselves was: how to respond, in these conditions, to the methodological principles on which we base our teaching? The answer emerged from the original organisation of the materials for self-learning of FL in our faculty: pathway sheets (*fichas itinerario*) (see appendix 2)<sup>2</sup>.

We understand by learning pathway a sequence of activities with a specific objective which is largely linguistic (for example, indefinite articles), or communicative (comprehension or production of horoscopes, for example). They are sequenced routes through language in which the activities to be tackled (both in presence-based teaching and autonomous working phases) match an overall concept of language and include, as far as possible, all linguistic levels, without forgetting in the process that the ultimate aim is communication.

Even though the physical and even institutional conditioning factors are not favourable for carrying out different types of interaction in the best possible way, it must not be thought that this way of organising teaching consists merely of the teacher putting across information. On the contrary, as in the case of didactic sequences, an attempt is made for negotiation and co-construction of meaning to take a dominant role in the learning process. Finally in this method, the role of the teacher is fundamental for incorporating metacognitive guides into the classroom, as on many occasions the activity does not in itself enable them to be introduced.

Regardless of the clear differences between the two methods, we want to emphasise some common elements that to us seem essential. In both cases, the learning activities must encourage the learner to: be aware of the difficulties involved in the particular learning activity; seek strategies and resources to overcome them; select and apply the most appropriate ones, and check the effectiveness of their application; that is to say, tackle the metacognitive dimension.

### **3.2 Teacher discourse**

In our proposed teaching method, the teacher's discourse is of essential importance. Through language, we do not only learn its structural components, but also its communicative application. Becoming aware of these formal elements and the opportunities for using and producing them is, ultimately, the motor for learning. From this viewpoint and taking into account that interaction between teacher and learner is a sociolinguistic and psychological process that contributes to the development of the learner's language, the importance of the teacher's discourse<sup>3</sup> is clear in this learning context.

From a socioconstructivist point of view, the teacher's discourse makes possible the co-construction of knowledge. One of the techniques used by teachers in their discourse consists of incorporating what the learner has

previously said as a basis for what they say afterwards. The learner's contributions are, in this way, integrated in the teaching-learning process. Another aspect favouring this co-construction is the formulation of questions. Through questions, the teacher can set off the production of discourse and, what is more interesting from our perspective, reflection on the part of the learners.

### **3.3 Metacognitive guides**

The most recent psycho-pedagogical theories increasingly emphasise the teacher's role as mediator. This consists of negotiating and sharing with learners meanings with respect to the different contents of the curriculum (Monereo, 1995). This role of mediator played by the teacher is defined as the gradual transfer of the control and awareness of each educational activity to the learners. In this way, they are encouraged to interiorise and appropriate the meaning of the curricular content being dealt with, so they can eventually use it independently. We believe metacognitive guides form an instrument that makes this kind of appropriation easier. Arumí (2003a) defines them as written guidelines intended to provide reflection and guidance and to make explicit each student's individual learning process. Their usefulness is rooted in the fact that they are instruments that facilitate and strengthen what emerges from the learning process. At the same time, with the use of metacognitive guides, learners can see their progress or where they have not achieved the expected results and the guides enable them to concentrate on mistakes or to appreciate the areas they have mastered. In the same way, they make the learning strategies applied explicit and enable the learners to judge which strategies work for them and which they consider to be positive. We might say that the ultimate aim is that the students get to know themselves better as learners; that is to say, they discover their own way of learning.

Metacognitive guides can be introduced at different points of the learning process and with specific multiple objectives. As for their elaboration, the teacher can do this previously and then pass them to the students to work with them, or they can be drawn up jointly between the teacher and learners as a classroom task<sup>4</sup>. In terms of content, these instruments can be more or less directed towards encouraging a specific metacognitive strategy (planning, monitoring or evaluating). They can also be directed towards reflection on a particular linguistic skill or competence, as is the case with the guide we present in appendix 3, referring to reading comprehension. As for their form, they can be presented either in the form of questions or statements. There are guides that interact and establish a dialogue with the student in an explicit way and others that attempt to provide an internal dialogue for learners with themselves.

## **4. Research on metacognitive processes**

Our experience as teachers of foreign languages has enabled us to build up a certain degree of experience over the years about what is involved in introducing

metacognitive guides into the classroom as a teaching tool that, among other pedagogical activities, should direct learners towards self-regulation. With the passage of time, the intuition has emerged in the team that empirical research on the metacognitive processes set off by the guides could be a rich source of data whose analysis and later interpretation would have a direct impact in the classroom. As van Lier (1996) describes, only the coming together of theory, practice and research, and the proper balance between each of these, can lead us to improve teaching practice, a basic principle of action-research.

Few empirical studies of metacognitive processes have been carried out and, consequently, we find few publications on the methodological approach applied and the results obtained. One of these studies<sup>5</sup> has been the one carried out with students of consecutive interpretation, which, although it does not really involve the teaching/learning of an FL, is a related area. Consecutive interpretation, together with simultaneous interpretation, is a compulsory subject for all translation and interpretation degrees in our country. The study we are referring to consisted of incorporating a metacognitive guide<sup>6</sup> into the class and later analysing the great variety of data coming from the work with the guide on the part of a group of learners. Student participation was very active and enabled information to be obtained throughout a whole term.

	errors		partial achievements		total achievements	
	learner 1	learner 2	learner 1	learner 2	learner 1	learner 2
1 <sup>st</sup> . diary	4	4	0	3	1	0
2 <sup>nd</sup> . diary	2	4	3	3	2	0
3 <sup>rd</sup> . diary	2	1	2	4	3	1

Table 1. Number of occurrences of references to errors and achievements observed in the diaries of learners 1 and 2.

Table 1 presents data from 2 learners' diaries, which allows us to observe their evolution with respect to reflection about their own errors and achievements. Analysis of the data shows as the year went by, the students' reflection on their own level of competence progressively changed from focusing on errors made to considering achievements, whether partial or total.

From the results obtained in this study, a question must be asked: why is the empirical research on metacognitive processes so important? In the first place, we believe that it enables the guides to be validated. It also allows the evaluation of whether the guides make up a useful instrument for introspective reflection for a particular group of learners. In addition, it makes possible an evaluation of the viability of the format, whether or not it has been incorporated at the right moment, the suitability of the degree of guidance it includes and the degree to which it encourages particular metacognitive strategies. All this leads to the consideration of possible modifications in the guides before they are once again introduced into the classroom.

It should also be pointed out that this type of research enables the emotional aspects involved in learning and which emerge from the metacognitive guides to be considered. We are referring to the emotional conditions in which the learning

takes place; that is to say, the baggage of emotions and preconceived ideas with which students arrive in the classroom and also the ways that these cause the learners to react to learning experiences.

Finally, analysis provides very relevant results that have very direct implications for teaching practice. The learners' reflections usually refer to different aspects related to learning or to the difficulties they find in developing and mastering the different skills. In turn, the students make explicit their degree of control over the process itself, rating the progress achieved, the knowledge obtained and the overall management of the process. All this provides excellent information for teachers, who would find it difficult to obtain in any other way. As we noted above, the basic value of research of this kind is based on the feedback it establishes between the teaching and research processes.

## **5. Conclusions**

A proposed teaching method such as the one we have described has very direct implications in learning. In the first place, encouraging capacity for reflection has a positive effect on the development of learner autonomy as, among other reasons, the learners have more space to explicitly take part in their own learning. Authors like Esteve (1999), Little (1997), Rampillon (1997) and Trévisé (1994) note that, if the development of autonomy is currently the main aim of education, the importance acquired by conscious reflection on everything concerned with learning cannot be ignored. Put another way, it is necessary to be effectively aware of what 'communication' and 'learning a language' mean, and, above all, of everything that can help the learner in this process.

In our approach, working pathways and, above all, didactic sequences offer the chance to set up a class as just one more phase in an overall project. So, self-learning materials serve as an aid in carrying out the activities put forward in the classroom, while class work serves as a constructive guide for autonomous working. The two methods feed off each other and create extra opportunities to achieve a single objective.

However, it should be pointed out that incorporating activities of this kind in the FL classroom requires serious (re)focusing of the methodological approach. In effect, so that the relationship between class work and self-learning work is possible, the classroom needs to be opened up to new alternative forms and the reflective component needs to be worked on in both teaching areas.

Finally, the empirical studies of metacognitive processes we have presented make clear the advantages of incorporating metacognitive reflection into the set of learning practices. Generally, the incipient studies that have been carried out up to now need to be continued so they can contribute new elements leading to the improvement of teaching practice.

## **Notes**

1 Many studies make clear that the didactic sequences making up a written production activity are the best ones for encouraging cognitive management (Kowal & Swain, 1994; Esteve, 1999; Swain, 1998).

2 For the description and characterisation of the pathway sheets cf. Esteve, 2002.

3 The consideration of the learning of the foreign language as a social and cognitive development phenomenon has given rise to a whole series of studies focused on the discourse of the teacher in the classroom. We highlight the Phd. Thesis in progress by Ángela Carretero, *La interacción entre el profesor y el aprendiz en el aula de alemán/LE con principiantes: tipo de discurso y de actividades de aprendizaje que fomentan la co-construcción del conocimiento*. Departament de Traducció i Filologia. Universitat Pompeu Fabra.

4 The metacognitive guide appearing in appendix nº 3 was drawn up by Prof. Olga Esteve and the students in the first year of 'German language C-III' at the *Facultat de Traducció i Interpretació* of *Universitat Pompeu Fabra*.

5 The study we are referring to is a research study presented by Marta Arumí at *Departament de Traducció i Filologia* of *Universitat Pompeu Fabra*. The full reference appears in the references.

6 The model guide can be consulted along with a detailed description of the methodology applied, of the collection and analysis methods used for the data and of the specific results obtained in Arumí, 2003a.

## 6. References

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## Annex 1

### SÉQUENCE DIDACTIQUE

Présentation des contenus grammatico-discursifs et de l'objectif communicatif de l'unité : compréhension et production d'articles de presse.

Genre textuel : faits divers radiophoniques (textes à dominante narrative).

#### • Travail au sein du groupe classe (I)

1. Approche globale et détaillée de faits divers enregistrés : activités de compréhension qui demandent l'activation de stratégies de compréhension globale et sélective et de formulation d'hypothèses.
2. Initiation au travail sur le code linguistique : activités de sensibilisation linguistique à partir de l'activation de stratégies d'inférence, de formulation d'hypothèses et du travail en coopération. Découverte progressive du fonctionnement des unités du système linguistique, et cela à partir des connaissances préalables des étudiants.
3. Mise en commun du travail des groupes. Introduction explicite par le professeur d'autres éléments qui servent à décrire le fonctionnement de l'unité linguistique (dialogue conjoint professeurs-apprenants visant la construction de savoirs grammaticaux explicites).
4. Présentation des matériaux d'autoapprentissage à disposition des apprenants qui permettent de travailler les objectifs de l'unité : contenus linguistiques proprement dits (grammaire, lexicale), types de texte, stratégies d'apprentissage.

#### • Travail autonome avec les matériaux d'autoapprentissage

Les apprenants travaillent de façon autonome selon leurs besoins, sans perdre de vue l'objectif final de l'unité. On négocie les heures à consacrer au travail autonome et la date de remise de la " fiche de suivi ", où les apprenants devront analyser le travail réalisé et noter les difficultés rencontrées (analyse des besoins, prise de décisions, monitoring).

#### • Travail au sein du groupe classe (II)

5. Le professeur répond aux questions posées par les apprenants dans la " fiche de suivi ".
6. En groupe ou individuellement, les apprenants cherchent et/ou inventent des faits divers (dans internet ou dans la presse écrite) qu'ils devront enregistrer sur cassette pour écoute ultérieure de la part du groupe-classe.
7. Les apprenants écoutent les faits divers enregistrés et participent à leur évaluation (co-évaluation et sensibilisation à l'erreur).

## Annex 2

FR	GAD C-III	INTERMEDI	FR019
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### Contingut gramaticolèxic: L'adjectif qualificatif

**Funció 1: Descriure objectes, persones o fets**

**Funció 2: Diferenciar i/o fer avaluacions**

Comme vous savez sans doute, l'adjectif qualificatif peut être attribut (il est alors relié au nom par l'intermédiaire d'un verbe auxiliaire ou semi-auxiliaire) ou épithète (il est alors relié directement au nom qu'il modifie et sa place est variable). L'adjectif qualificatif s'accordant avec le nom, revisez, si besoin est, la formation du féminin et du pluriel.

Vous pouvez consulter à ce propos :

MONNERIE, A. (1987) Le français au présent. Grammaire, pp. 38-45 (PC2112 .M66 1987)

CALLAMAND, M. (1989) Grammaire vivante du français, pp. 27-29 (PC2112 .C35 1989)

Vous pouvez aussi vous auto-évaluer en faisant l'exercice suivant :

CADIOT-CUEILLERON, J. et alii (1992) Grammaire 350 exercices. Niveau supérieur 1 (PC2112.5 .G737 1992)

- exercices 1 à 3 (p. 52) ..... le genre des adjectifs *CORRIGÉ* : p. 29

- exercices 4 à 6 (p. 52-53) ..... le nombre des adjectifs *CORRIGÉ* : p. 29

La fiche itinéraire de niveau élémentaire peut aussi vous être utile :

→→ **FR018.doc L'adjectif qualificatif**

### 1. Textes descriptifs

Vous pourriez commencer par aborder différents types de textes à dominante descriptive. Vous aurez besoin du livre suivant :

BERTOCCHINI, P., COSTANZO, E. (1991) Lieu d'écriture. Niveau intermédiaire (PC2112 .B47 1994)

- Description d'une maison, d'une personne (avis de recherche) et d'une ville : ex. 1-5 pp. 6-7

- Petites annonces (immobilier, rencontres, demandes d'emploi) pp. 47-48

- Test : découvrez qui vous êtes (pp. 48-49)

### 2. Place des adjectifs qualificatifs

Vu que le sens des adjectifs peut changer selon qu'ils placés avant ou après le nom (*un homme grand* vs. *un grand homme*) il convient d'accorder une attention particulière à cet aspect. Consultez à ce propos :

SALINS, G. D. de, DUPRÉ, S. (1993) Exercices de grammaire : perfectionnement, pp. 8-16 (PC2112.5 .S27 1993)

Pratiquez en faisant les exercices suivants :

ABBADIE, CH. (1988) L'expression française écrite et orale (PC2420 .A23 1994)

- exercices 1 et 2 (p. 44) ..... proposer des synonymes selon le sens des adjectifs

*CORRIGÉ* : p. 14

SALINS, G. D. de, DUPRÉ, S. (1993) Exercices de grammaire : perfectionnement (PC2112.5 .S27 1993)

- exercice 3 (p. 10) ..... compléter un texte

### 3. Combinaison d'adjectifs

Parfois un nom peut être qualifié ou déterminé par plus d'un adjectif. Pratiquez cet aspect :

CADIOT-CUEILLERON, J. et alii (1992) Grammaire 350 exercices. Niveau supérieur 1 (PC2112.5 .G737 1992)

- exercice 7 (p. 53) .....former des groupes nominaux en utilisant deux adjectifs

*CORRIGÉ* : p. 29

### 4. Lexique

Pour travailler le lexique qui vous permettra de décrire le caractère et le physique abordez :

→→ **FRLèI10 Le caractère et le physique**

5. Nous vous proposons de terminer cette fiche par la lecture de deux textes littéraires : un extrait de *Sido* de Colette et un extrait de *Moderato Cantabile* de Marguerite Duras. Observez le nombre d'adjectifs utilisés dans les deux textes et analysez leur place par rapport aux noms. Les deux textes mentionnés figurent dans :

ABBADIE, CH. (1988) L'expression française écrite et orale, pp. 45-46 (PC2420 .A23 1994)

6. Si vous avez envie de travailler une chanson :

→→ **FRTOI04 Léa (Louise Attaque)**

UPF. Material didàctic d'ús intern. auto

a.MDC-09/99

## Annex 3

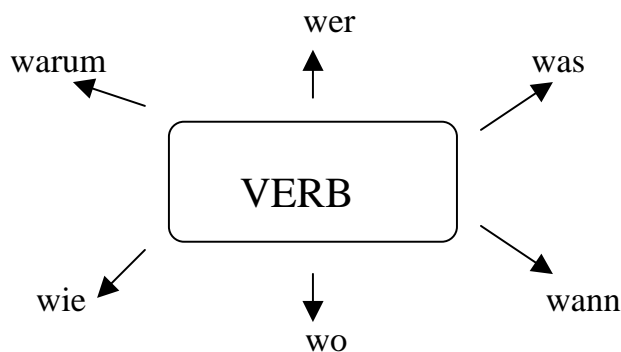
Deutsch CIII

### Steuerungsbogen zum Leseverständnis

Was kann mir helfen, bereits im Anfängerniveau einen Text in der Fremdsprache zu verstehen?

Checkliste

- A. Ich frage mich: "Erkenne ich die Textsorte? Was kommt normalerweise in solch einer Textsorte vor?"
- B. Und weiter: "Gibt es aussersprachliche Hilfen?"
- C. Ich lese den Text global und ganz und markiere Wörter oder Wortteile, die ich verstehen kann.
- D. Ich liste diese Wörter auf! Jetzt weiss ich mehr oder weniger, was das Thema ist!
- E. Nun suche ich nach Sinneinheiten zwischen Satzpunkten.
- F. Die Sinneinheiten teile ich in Sätze ein: Zu jedem Satz erstelle ich ein Schema nach folgendem Muster.



- G. Bei jedem Satz achte ich also auf die Elemente des Prädikats und auf die Elemente der Nominalgruppe.
- H. Ich schlage im Wörterbuch die Wörter nach, die ich wirklich nicht verstehe und die tatsächlich wichtig für das Textverständnis sind.
- I. Nun untersuche ich alle Textelemente, die die einzelnen Sätze im Text miteinander verbinden.
- J. Was halte ich von dem durchgelaufenen Prozess? Was hat mir besonders geholfen? Warum?

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